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ABSTRACT

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wise Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. This unit, intended for primary grade students, is designed to facilitate students' understandings of daily water use through reading stories from Peace Corps Volunteers who served in Kenya (East African region) and Ghana (West African region). Each student will make a book comparing daily uses of water in America, Kenya, and Ghana. An overall goal is to develop students' understandings of the similarities and differences of water use by the people in Kenyan and Ghanaian communities and their own community. The unit can be used in reading and writing classes. Two to three weeks are needed for completion. The unit lists materials needed, outlines applicable standards, poses discussion questions, and gives student objectives. It details day-by-day procedures for the teacher, suggests a reading assessment and a writing assessment, provides follow-up/enrichment activities, and lists five print resources. (BT)

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World Wise Schools

Water in Africa

Splish Splash: A Daily Use of Water

http://www.peacecorps.gov/wws/water/africa/lessons/

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SO 032 906

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Water in Africa is a project of Peace Corps World Wise Schools.

2000

Funded through a grant from the Department of Education, the Water in Africa project was realized over a two year period by a team of Peace Corps Volunteers, World Wise Schools' (WWS) classroom teachers, and WWS staff members. Inspired by an idea of one creative WWS teacher, the project eventually expanded into a detailed design. The development and implementation of the design included the collection of resources from over 90 Volunteers serving in African countries, the preparation of those photos and stories, and the creation of standards-based learning units for K-12 students.

Splish Splash: Daily Use of Water

Description:

This unit is designed to facilitate students' understandings of daily water use through reading stories from Peace Corps Volunteers who served in Kenya (East African Region) and Ghana (West African Region). As a product of this unit, each student will make a book comparing daily uses of water in America, Kenya and Ghana. An overall goal is to develop students' understanding of the similarities and differences of water use by the people in Kenyan and Ghanaian communities and their own community.

Timeframe: Two to three weeks depending on abilities and skills of the students

Curricular Areas: Language Arts: Reading, Writing

Grade Level: Primary Grades 1-2 (Can be adapted to Intermediate Grades 3-5)

Materials

- Kids World on the Peace Corps Web site kids/index.html
- Reading Booklets: "Splish-Splash Stories about Daily Use of Water in Kenya", "Splish-Splash Stories about Daily Use of Water in Ghana" (copies needed for teacher and students)
- Images from Kenya: KE0101, KE0210, KE0226, KE0229, KE0307, and KE0335
- Images from Ghana: GH0101, GH0203, , GH0329, GH0412, GH0418, GH0423, GH0424, GH0622, GH0624, GH0726
- Photo Narratives for Daily Use of Water in Kenya
- Photo Narratives for Daily Use of Water in Ghana
- Venn Diagram
- Writing Evaluation Rubric
- Reading Evaluation Rubric
- Maps and globes
- Digital image software (optional)
- Writing booklets for students
- Optional: Word Processing software to author reading booklets

Standards

Language Arts Standard 1: Demonstrates competence in the general skills and strategies of the writing process

Benchmark-- Prewriting: Uses prewriting strategies to plan written work

Benchmark-- Drafting and revising: Uses strategies to draft and revise written work

Benchmark-- Editing and publishing: Uses strategies to edit and publish written work. Evaluates own and others' writing

Benchmark-- Dictates or writes with a logical sequence of events

Benchmark-- Dictates or writes detailed descriptions of familiar persons, places, objects, or experiences

Language Arts Standard 2: Demonstrates competence in the stylistic and rhetorical aspects of writing

Benchmark-- Uses general, frequently used words to convey basic ideas

Language Arts Standard 3: Uses grammatical and mechanical conventions in written compositions

Benchmark-- Forms letters in print and spaces words and sentences

Benchmark-- Uses complete sentences in written compositions

Benchmark-- Uses nouns, verbs, adjectives, and adverbs in written compositions

Benchmark-- Uses conventions of spelling, capitalization, and punctuation in written compositions

Language Arts Standard 4: Gathers and uses information for research purposes

Benchmark-- Generates questions about topics of personal interest

Benchmark-- Uses books to gather information for research topics

Language Arts Standard 5: Demonstrates competence in the general skills and strategies of the reading process

Benchmark-- Uses picture clues and picture captions to aid comprehension and to make predictions about content

Benchmark-- Decodes unknown words using basic elements of phonetic analysis

Benchmark-- Uses self-correction strategies

Benchmark-- Reads aloud familiar stories and passages with attention to rhythm, flow, and meter, prose and difficulty of the material

Language Arts Standard 7: Demonstrates competence in the general skills and strategies for reading a variety of informational texts

Benchmark-- Applies reading skills and strategies to a variety of informational books

Benchmark-- Summarizes information found in texts

Benchmark-- Relates new information to prior knowledge

Language Arts Standard 8: Demonstrates competence in speaking and listening as tools for learning

Benchmark-- Makes contributions in class and group discussions

Benchmark-- Asks and responds to questions

Benchmark-- Follows rules of conversation (e.g., takes turns, raises hand to speak, stays on topic, focuses attention on speaker)

Essential Questions

1. Why is water valuable?

2. How does your daily use of water influence the way you live?

Objectives

Students will:

- use maps and globes to locate the continent of Africa, two regions in Africa, and the countries of Ghana and Kenya.
- use reading skills and strategies to learn the content of narratives and images from Peace Corps Volunteers who served in Kenya and Ghana.
- use reading skills and strategies to develop understandings of the similarities and differences relating to daily uses of water resources
- develop enduring understandings of how water is a valued resource for life.,.

Procedure

Procedure: Day One

Please Note: The teacher may choose to use images/stories from both African countries (Kenya and Ghana) to provide students with understandings of different regions of Africa or may choose just one African country depending on the classroom curricular goals and time available. If the geography units are taught before or in conjunction with this unit, the activities for day one will simply be review.

As a product of this unit, each student will make a book comparing daily uses of water in America, Kenya and Ghana. Each time they study a new country, they will write a narrative, and

draw pictures. The narratives are revised and edited. This process will take place throughout the unit.

Optional: Before you begin the unit, send a letter home to parents communicating information about the Splish-Splash learning unit, including a summary of goals and activities. Include the Water in Africa Web site URL [http://www.peacecorps.gov/wws/water/]. Encourage parents to connect to this unit on the Peace Corps Web site [http://www/peacecorps.gov/] at home or at the local public library. Communicate with your local public library about creating an educational link to the Water in Africa Web site as a resource for parents and students in the class.

1. Write "daily use of water" and ask the students what they think this means. Talk with the students about their daily uses of water and generate a list of their experiences. Write the list on large chart paper and keep it hanging in the classroom as reference for the students. Explain that they will be learning about how people in the African countries of Kenya and Ghana use water each day in their communities and homes, and will be comparing it to their own use.

Procedure--Day Two

Using the list the students generated, have the students start on the product they will be creating, a book about daily use of water. Have them write or dictate stories and draw pictures about how water is used in their own daily lives and in their communities. Help students revise and edit their work using the writing process adopted in your district. For primary students, you may choose to mentor groups one at a time for 15 minutes each day or have parent volunteers in the classroom so that each group has a mentor. Students may share their work with the class.

Procedure--Day Three

(Note: If you have already taught "Access to Water" unit, there is no need to teach this step.)

1. Explain to students that they will be learning about ways people in countries of Africa use water in their communities and homes. Tell them that they will be seeing photos and reading real life "Ways with Water" stories from Peace Corps Volunteers in the African country of Ghana and Kenya. Write the words "Peace Corps Volunteers" on the board and ask the students what those words mean. Help students define each of the words individually and their meaning together. The goal is that the students understand that our country has an organization called the Peace Corps, which sends volunteers to countries around the world to help others and learn with them.

2. Use the Peace Corps web site [http://www/peacecorps.gov], especially the Kids World kids/index.html pages to develop their understandings of Peace Corps Volunteers. Explain that Volunteers share their experiences on the Peace Corps Web site and that the class will be reading some of their stories about water in communities of Africa. Spend more time on Kids World familiarizing students with the concept of Peace Corps.

Procedure--Day Four

1. Using a political world map and globe, show the class the location of your own community, country and continent. Have a few students take turns showing the class the location of your community, country and continent. This establishes an understanding of where the place they live is located in the world. Write the name of your community, country and continent on the board for students to re-read.

2. Next show the students the location of the continent of Africa. Show them Kenya in the region called East Africa and Ghana in the region called West Africa. Have a few students take turns showing the location of these three countries and naming the regions of Africa in which each is located. Write the names of the two countries and the continent of Africa on the board for students to reread.

3. Using a political map of the continent of Africa, show the class the locations of the two countries of Kenya and Ghana. Have students take turns locating these two countries on the map continent of Africa.

4. Optional: Set up a classroom Globe/Map Center in the classroom with maps, globes and geography books that students can use to locate these countries and look at their relationship to the continent of Africa to their own country and continent.

Procedure--Day Five

Prior to Class: Prepare the images from Kenya and Ghana. See the Help help.html section for suggestions and assistance.

Print the images from Kenya and put them in a three ring binder notebook with the accompanying Kenya narrative. Make this available for students to use on their own after the initial introduction on the computer.

1. With the whole class or with small groups gathered around the computer, show the students the set of Kenya images that show daily use of water: KE0101, KE0210, KE0226, KE0229, KE0307, and KE0335. As each image is shown, ask the students to describe what they see. Then read or have a child read the narrative descriptions for each photo. Take time to have the students ask questions and make comments about the images. Use prompting questions such as:

    - How are these people in Kenya using their water in their daily life?
    - How are their uses of water similar and different from how you use water each day?
    - What is interesting about the way they use their water each day?

2. Write down and define any words that are not familiar to the students. This can be their vocabulary list for the week. Write the words on chart paper or on the board for students to see throughout the unit.

Procedure--Day Six

Review vocabulary from the unit by having students play games such as memory or concentration, matching up definitions with vocabulary words. For informal assessment repeat the sequence of photos and ask the students to reread the captions and then give an accurate description about each of the images. Help them to verbally describe the content of the images in their own words with accuracy, using descriptive language.

Procedure--Day Seven

1. Read aloud the "daily use of water" stories of Patrick Campbell, Drew Denzin, and Bryce Sitter (from Ways With Water: Stories from Kenya. Identify unfamiliar words, define and add them to the vocabulary list. Give each student copies of the stories. You may choose to edit or revise sentences, vocabulary, and story length to accommodate students' reading skills. Depending on your class reading levels, you may choose to select more than three stories.

2. Using your classroom reading instruction process, strategies, and groupings, provide reading instruction to students. Check students' comprehension by having them restate what they have read, relate what they have read to their own experiences, and share their own ideas, reflections and responses about what they have learned from reading.

3. Have students dictate the ways the Kenyan communities use water, how often it is available, and how that availability affects their daily life. Write what they say on large chart paper and hang it in the classroom.

Procedure--Day Eight

1. Review the vocabulary learned to date. Have students take turns reading the charts about daily use of water that are hanging around the room.

2. Have the "Daily Use of Water stories from Kenya" available in the classroom library for students to independently re-read and practice reading with one another beyond instructional reading times.

3. Have students write a narrative and draw pictures about their understanding of water use in the Kenyan communities they learned about though the photos and stories. Point out the charts that are hanging around the room and tell students that they may use these for reference. These narratives will be revised, edited, and published in the book they are creating about daily water usage.

4. Have each student share his or her writing with the whole class and then add the writing to his or her book about daily use of water. Provide opportunities for questions/comments from classmates.

Procedure--Days Nine through Thirteen

1. Review the locations of Kenya and Ghana on a map.

2. Explain that students will begin to study daily use of water in Ghana. Follow the procedures from days four through eight, using the Ghana images GH0101, GH0203, GH0329, GH0412, GH0418, GH0423, GH0424, GH0622, GH0624, and GH0726.

3. Use the "daily use of water" stories of Nell Todd, Amy Wiedemann, and Molly Campbell from "Ways With Water: Stories from Ghana".

Procedure--Day Fifteen

1. Explain to the students that they will identify similarities and differences of water access in the communities they've studied in Kenya, in Ghana, and in their own communities in the United States.

2. Draw a three-ring Venn diagram on the chalkboard with each circle labeled for a country. Explain how to use it by beginning a discussion of the daily uses of water that they have read about and written about in the past two weeks. When students mention an activity from one country, ask them whether it is similar to or different than what is done in the other two countries. Write the activity in the correct ring. Demonstrate one or two activities in this manner.

3. Break the class into groups of two or three and Distribute copies of the Venn diagram. Give them 15-20 minutes to record as many similarities and differences in water use as possible. Rotate around to mentor the students in their work. For primary students, an option is to have parent volunteers or have older, intermediate students assist each group. Provide copies of the Reading Booklets for each group for reference. Have printed copies of the country images and image narratives available for reference also.

4. Bring the whole class together in front of a classroom writing board with the three-ring Venn diagram. Have each group share their answers while you record them onto the large Venn diagram on the board.

5. Collect the Venn diagrams for assessment purposes and to be used by the groups when they complete their writing assignment. Assess their Venn diagrams for number of ideas and accuracy of content.

Procedure--Day Fifteen

1. Distribute the Venn Diagrams the students completed the previous day. Ask them what they can tell about daily use of water in these communities by looking at their diagrams.

2. Elicit statements and write them down as samples for the students, for example, "People in our community, in Kenya and in Ghana all wash their clothes. People in some communities in Kenya and Ghana wash their clothes in buckets of water because they

don't have much water."

3. Have students work with a partner to write more about similarities and differences. If possible, have parent volunteers or intermediate grades students assist the pairs of students. This will be the last part of the book on daily use of water.

4. Tell each student to draw a picture to illustrate his/her comparison page.

Procedure--Day Sixteen

1. Give the students all the pages they have written about daily use of water. Help them put them in order. Tell them to think of a title for their books, and then help them create a cover that includes the title and themselves as author.

2. Help each child bind his/her book.

3. Have students read their books aloud to each other. Arrange for them to read them to other audiences in the school, home, and community.

Assessment

Reading Assessments

Use the reading rubric that is provided to assess your students' ability, or alternatively, use the methods that are recommended by your school or district.

Writing Assessments

Use the writing rubric that is provided to assess your students' ability, or alternatively, use the methods that are recommended by your school or district.

Follow-up/Enrichment Activities

1. Ways with Water Classroom Library: Using the Internet for a student literature search, the local school or community library, or a bookstore, the teacher can identify and locate student literature for additional reading materials for a classroom library, to be used along with the Ways With Water lessons. Books about geography and water and the countries of Kenya and Ghana will give further context to students' cultural and geographic understandings of these locations.

2. Art Lessons: Using the visual images and descriptive narratives in the reading booklets of the Ways With Water unit, have students use art materials (crayons, watercolors, markers, pencil sketches) to create their own illustrations.

3. Presentations: Have the class present their books, or parts from them, to other classes in the school. Students can choose to show images from the Web site that they think are

relevant to their books.

Additional Resources

Student literature for World Geography

Where Do We Live? By Neil Chesanow. Illustrated by Ann Iosa. Barron's . N.Y 1995.

Student literature for regions of West Africa and East Africa

Kente Colors (Ghana) By Debbi Chocolate. Illustrations by John Ward. Walker and Company, New York. 1996.

1999 A.S.A. Student's Book Awards: Master Weaver from Ghana by Gilbert Ahiagble, Louise Meyer, and Nestor Hernandez (Open Hand Publishing, 1998)

Countries of the World: Kenya and Ghana. By Michael Dahl. Bridgestone Books, Mankato, MN. 1997.

Ntombi's Song (South Africa) By Jenny Seed. Illustrations by Anno Berry. Beacon Press, Boston. 1987.

About the Author

Kristi Rennebohm Franz is a primary teacher of a multiage class at Sunnyside Elementary School in Pullman, Washington. She has also taught in Nairobi, Kenya and has traveled to West and South Africa. She has authored the Ways With Water Reading Unit using a combination of her interests in Africa and interests environmental/community issues of water resources education. She says this about her unit: The Ways with Water unit was piloted in my primary classroom but is also applicable to intermediate classrooms. My class especially liked the images! These are such powerful conveyors of information and experiences to children. The students had lots of comments. I downloaded the images into a folder on my computer desktop so it was easy to view them in graphic converter software. I also liked having the narratives in a document so we didn't have to read the captions from the computer screen--the children could take turns reading them because they were in a larger font than on the screen. The class also liked having the reading booklets for learning to read and for re-reading with classmates who were reading partners.

Splish-Splash

Stories About Daily Use of Water In Kenya

By Peace Corps Volunteers
Who Served in Kenya
in 1999

Daily Use of Water in Kenya

By Drew Denzin, Ololulunga, Kenya

Our daily usage of water is extremely low compared to use in the U.S. We have no running water and no flushing toilet so we conserve quite a bit of water. In the morning, we brush our teeth using 1 cup of water, wash our faces with about 2 cups of water (we both use the same water) and are off to school. At school there also is no running water, so tea is served at 11:00 am, then we are home for lunch. We drink water (or Kool-Aid) with lunch, then return to teach. At night we cook with water (boiling noodles, rice, etc.) as well as boil water for bathing. We take the boiling water and add cold water until it is nice and warm, then splash bath using three gallons of water each. We collect the bath water and kitchen water in buckets to use it for watering our garden, so we reuse as much as possible.

Our community is much like us in terms of water usage. Our neighbors may go to the river to bathe or wash clothes. Water is scarce and it is safer to drink soda or tea rather than the river water. Everyone relies on rainwater for watering crops and only the rich can afford to collect and store rain water for personal use.

Daily Use of Water in Kenya

By **Patrick Campbell**, Mombasa, Kenya

The first thing I do when I wake up is to check whether or not I have running water. If I do, I fill my three liter kettle and put it on my kerosene stove to boil drinking water for the day. Once again, if I have water I can shower. Otherwise I use water from my one hundred liter barrel, taking three liters to boil and about five liters to "splash bathe," I pour the five liters into a basin, wet myself down, soap myself up, and rinse myself off. The key is to avoid getting soap in the water, otherwise you're stuck with soap in your eyes, trying to get water out of the barrel without getting soap into it and polluting your only source of water (until the water comes back on). A very delicate operation, especially if you can't open your eyes.

I use water for many of the same things I did in the United States (drinking, bathing, washing clothes and dishes, and cleaning my house), the difference is that I use about one fifth of the water for each of these tasks than I did in the States. For example, I can hand wash a load of clothes with about ten liters of water, quite a bit less than my washing machine at home would use. There are days though, when I have sores on my knuckles from hand scrubbing clothes, that I still miss the washing machine.

Daily Use of Water in Kenya

By **Barbara Hinsman**, Vigeze Village, Vihiga, Kenya

The rising of the sun wakes me at 6:30 am, and I walk drowsy-eyed into the kitchen. I find a large pot on top of the gas stove and congratulate myself for remembering to boil water last night for drinking today. I toss this water into the filter and put about two liters more on the stove to heat for bathing. I also put a small kettle on to boil water for my morning cup of coffee.

Noticing that both of my 50 liter water storage containers are quite low, I check the backyard tap to see if by chance any water is trickling into the 20 liter plastic "jerry can" I can usually leave underneath the spigot. No luck. Today is Friday; tap water has not come in a week. Even worse, rains have been scarce. I guess my mountain of dirty clothes will just have to remain one more day, since it will take at least 20 liters to wash them by hand. What little water I have must be saved for drinking and bathing. But the distant clouds in the East give me hope that the rains might come this afternoon. If not, I'll have to pay a mama to go to the river for me tomorrow.

I remember the day when I tried to fetch water for myself from the river and I laugh. That is exactly what the mamas did too when they saw me struggling miserably to carry a full jerry can of water home. One mama offered to carry it for me, and I couldn't refuse. She lifted it up to her head as if the thing was empty and balanced it so effortlessly! Since that day I have preferred to ask these mamas for help, having realized that it's probably not best to spend all day killing myself trying to accomplish what they can do in ten minutes.

After bathing and eating breakfast I head off to work. My only scheduled appointment today is an hour's walk away with a farmer named Joseph. Joseph started a small tree nursery recently so that he could plant some trees on his hillside farm to prevent soil erosion during the heavy rainy season. Already erosion has swept away most of his nutrient-rich topsoil, resulting in a harvest insufficient for Joseph to feed his own family. I had instructed him earlier on how to construct the seedbed, and I had even given him some seeds of indigenous trees. Unfortunately, I arrive today to find that all the seedlings are dried up and dead. Joseph has made the single most common mistake among my farmersóhe has failed to water the seedlings every morning and evening. "The river is so far," he complains to me, sounding very discouraged. I suggest that he move the nursery closer to a reliable water source, or share the nursery with another interested farmer who lives near the river. Delighted by my idea, he decides to try again. We agree to meet again in a few weeks' time.

On my way home I meet from Brenda, the seven-year-old daughter of my friend Zibborah. Brenda is carrying a bucket of water from local spring, and she looks very tired. No wonder! The very steep path between the spring and her house is severely eroded and difficult to navigate--especially while balancing a bucket of water on her head, I imagine. Brenda explains that this is her sixth trip to the spring today, because Fridays are clothes-washing days.

I follow Brenda home to greet Zibborah, who seems very happy to see me. She claims she is fine but then complains about the lack of rain and how it is ruining her maize crop. Instinctively we both look to the eastern skies and agree the rains will come today.

Zibborah graciously invites me in for lunch. Before eating she brings a pitcher of warm water, a basin and some soap, and she pours the water over my hands as I wash them--a Kenyan ritual before and after every meal. After lunch she offers me some drinking water. Refusing politely, I explain that I have carried my own boiled water, so that I do not get sick. Zibborah is not offended, and we discuss at length the importance of clean drinking water. After hearing my opinions she decides that from now on she will be boiling her water to protect her family from water borne diseases.

The darkening sky and cool winds cue me that it is time to make my departure. If the rain comes while I am here, I'll be stuck until nighttime! I continue my trek home with a bounce in my step, silently thanking the forces that are responsible for bringing us the coming storm. Finally my clothes will be clean! I assumed the farmers are just as grateful as I, for the thirst of their crops, their only sustenance, will be quenched today. I ponder about the necessity of rain for survival here in Kenya. Never before has rain played such a direct role in my own survival. This realization hits me just as the first large, cool drops of rain begin pelting my arms and face.

I reach my front door just as the downpour begins. Once inside, I grab all my basins, pots, jerry cans and containers. I take them outside and place them under strategic spots of the roof where rainwater falls plentifully--I need to collect as much water as possible. Finally, I sit by the window to rest and watch the storm cool off the scorching land. I make a quick mental note to myself: remember to boil water again tonight for drinking tomorrow.

Splish-Splash

Stories About Daily Use of Water In Ghana

By Peace Corps Volunteers
Who Served in Ghana
in 1999

Daily Use of Water in Ghana

By Molly Campbell, Amisano, **Ghana**

Fortunately, here in Amisano we have many sources of water. During the dry season, however, it's sometimes hard to come by. Even though I have piped water, I always boil and filter it before using it. The pipes in Ghana are always breaking and the water isn't always clean. I also use the piped water for washing clothes and bathing.

In my house I have a flush toilet, and I have a sink for washing dishes. The biggest difference and challenge is doing my laundry by hand. I don't use nearly as much water as I did in the U.S. I've come to realize how precious water really is.

Daily Use of Water in Ghana

By **Nell Todd**, Mafi-Dove, Ghana

Instead of taking a shower, I take a bucket bath. Instead of turning on the faucet I turn my water filter tap for drinking water. Instead of putting my clothes in the washer, I put them in a plastic bucket and scrub by hand (oh, my knuckles!). Instead of putting my dishes in the dishwater I put them in another bucket to wash. Instead of having an electric pump that pumps water from our well to the sink, I pump water by hand, carry it to a large blue container, and fetch it when I need it. Instead of having options for what I can drink when I'm thirsty, I always drink water. Water doesn't go down a drain here; when wastewater fills up in a bucket, I throw it into the bushes.

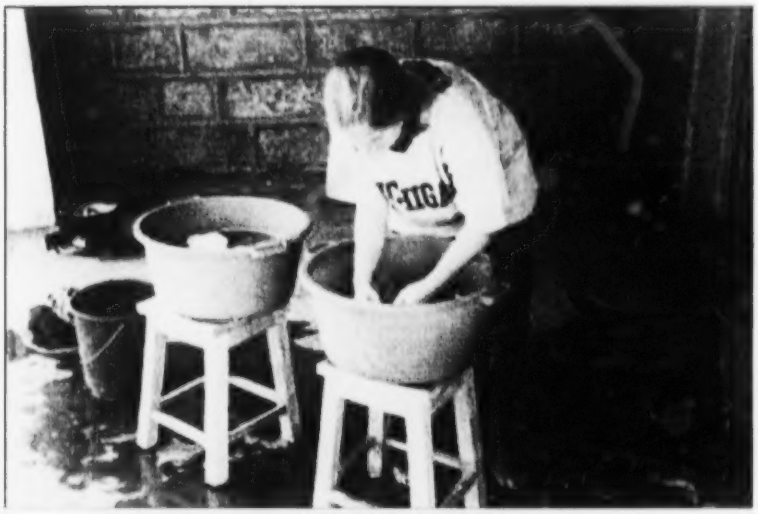
Daily Use of Water in Ghana

By **Amy Wiedemann**, Gbefi, Volta Region, Ghana

My use of water here in Ghana differs tremendously from the way I used and thought about water in the United States. With no running water, every drop counts for me because every drop includes the labor of fetching or collecting, hauling, and storing. I use water for the same things as I did at home, but I use a lot less. Instead of a long hot shower, I use less than one full bucket for bathing. Instead of rinsing food under a faucet, I rinse it in water in a small basin, in which I'll also wash my hands, and add soap and wash my dishes. I store my water in a large drum, but store my drinking water in a separate container to minimize contamination. In addition to bathing and cooking, I use water for washing my clothes and sometimes in cleaning.

The households around me use water in much the same way, but also in a way that relates to their crops. After they've peeled their cassava, they must scrub it well before sending it to the mill. In order to make porridge, they soak the maize overnight before milling it and then boiling it. In times of low rainfall, they haul water from the river to their fields to prevent crops from dying.

Images from Kenya



KE0101
PCV Jen Denzin is washing clothes, using one bucket for lathering and one for her two "rinse cycles." We wash clothes about once every two weeks to conserve water. The water is very dirty, but we use it until it almost looks black before changing it.

by Drew Denzin
Ololulunga, Kenya (1999)

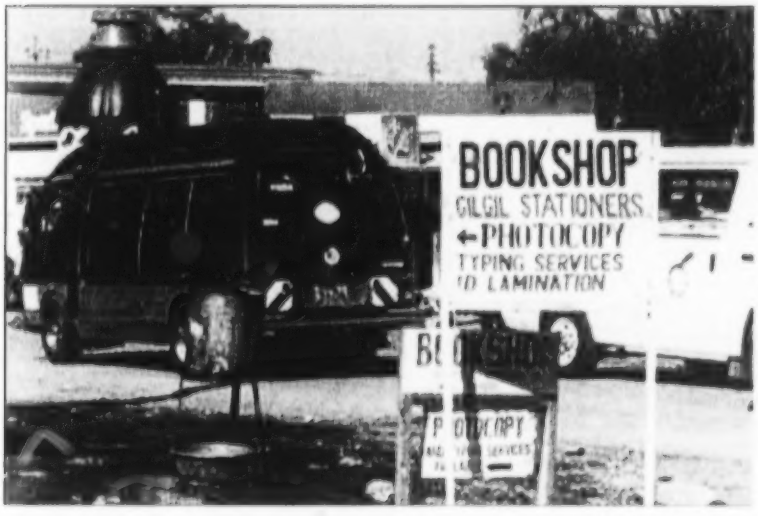
KE0210
It is unusual to see males like this young man fetching water. He is filling a water jug at the Miharati town dam and will use the water to wash clothes.

by Kendall Rondeau
Miharati, Kenya (1999)

Images from Kenya

KE0226
This man is making paper from local plant fibers (sedges). The fibers are immersed in a basin of water and soda and then are dried on special trays. There is a growing market for homemade paper. It is simple to do and all materials can be found locally.

by Kendall Rondeau
Gilgil, Rift Valley, Kenya
(1999)



KE0229
The metal container on the left with the purple basin beneath it is a common hand washing system at hotelis (restaurants) in Kenya. This one holds charcoal in the top to heat the water.

by Kendall Rondeau
Gilgil town, Kenya (1999)

Images from Kenya

KE0307
PCV John Shumlansky views the community cattle dip. The cows are forced to walk down the corridor and then swim across the shallow pool in the process of removing ticks.

by John and Kim Shumlansky
Kiranja, Kenya (1999)

KE0335
The outhouses in Kenya are all squat--style which makes cleaning them with a bucket of water and a straw broom very simple. Small children are not allowed to use outhouses until they are about four, old enough to squat
over the opening.

by John and Kim Shumlansky
Kangaita, Kenya (1999)

Images from Ghana

GH0101
PCV Sasha Bennett is washing clothes by hand using two buckets half full of water. One bucket is for lathering and the other is used for rinsing. Her water comes from a water storage tank situated on top of a cement tower.

by Sasha Bennett
Bongo-Soe, Ghana (1999)

GH0203
Margaret and Ekua, workers at the Peace Corps Project Nursery in Amisano, Central Region, water some of the Cassia seedlings. Watering thousands of seedlings during the dry season takes over an hour daily.

by Molly Campbell
Amisano, Ghana (1999)

Images from Ghana

GH0329
The headmaster is at the front desk planning lessons with the teachers at an elementary school in Mafi-Dove. Next to him is the water pot at the school that is used to store drinking water for the teachers. The drinking cup is resting on top.

by Nell Todd
Mafi-Dove, Ghana (1999)

GH0412
These children are on their way back from the River Dayi. At dawn and again at dusk there is a virtual highway of water fetchers.

by Amy Wiedemann
Gbefi, Ghana (1999)

Images from Ghana

GH0418
A primary student is washing her hands at the school latrine. The tap and poly tank (i.e., running water) are pretty much state-of-the-art technology in the latrines.

by Amy Wiedemann
Gbefi, Ghana (1999)

GH0423
Kamla, a Junior Secondary School Form 1 student, is washing his hands at the hand washer. There is no water source at the schools-except for the taps with latrines (there are only four taps for over 700 students), hand-washing stands have been made for each classroom. There is not enough water around for fresh water for each wash, but this is a start toward better student hygiene practices.

by Amy Wiedemann
Gbefi, Ghana (1999)

Images from Ghana

GH0424
Two primary school students are washing the cups, basins, tubs, and other items that will be used for drinking and hand washing that day. Every student brings water to school each day, some of it is put in large cans for drinking. There is generally one cup per can so many people drink from the same cup. The water from home is also used for hand-washing, scrubbing, and other activities.
by Amy Wiedemann
Gbefi, Ghana (1999)

GH0622
Bathing in the lake is a popular activity for those who cannot afford a bathing stall. Schistosomiasis is a big problem in this area and Lake Volta is one of many sources of the disease.

by Steve Tester
Kpong, Eastern Region, Ghana (1999)

Images from Ghana

GH0624
This water pump on Lake Volta pulls water out of the lake and shoots it through the over hanging nozzle into trucks. The trucks take the water and wash the roads of dirt and debris during harmattan or they haul it to construction sites.

by Steve Tester
Kpong, Eastern Region, Ghana
(1999)

GH0726
Gifty Amenu is pouring water into a water barrel. It takes about 7 days to use all the water in my barrel. I use the water for all purposes: bathing, washing dishes, drinking, etc.

by Chris Botzman
Akome, Volta Region, Ghana (1999)

Photo Narratives for Kenya Daily Use of Water

KE101
Volunteer Jen Denzin is washing clothes, using one bucket with Soap with two "rinse cycles." She washes clothes about once every two weeks to conserve water. The water is very dirty, but she uses it until it looks almost black before changing it.

By Drew Denzin
Ololulunga, Kenya (1999)

KE0210
It is unusual to see males like this young man fetching water. He is filling a water jug at the Miharati town dam and will use the water to wash clothes.

By Kendall Rondeau
Miharati, Kenya (1999)

KE0226
This man is making paper from local plant fibers (sedges). The fibers are immersed in a basin of water and soda and then are dried on special trays. There is a growing market for homemade paper. It is simple to do and all materials can be found locally.

By Kendall Rondeau
Miharati, Kenya (1999)

KE0307
Volunteer John Shumlansky views the community cattle dip. The cows are forced to walk down the corridor and then swim across the shallow pool in the process of removing ticks.

By John and Kim Shumlansky
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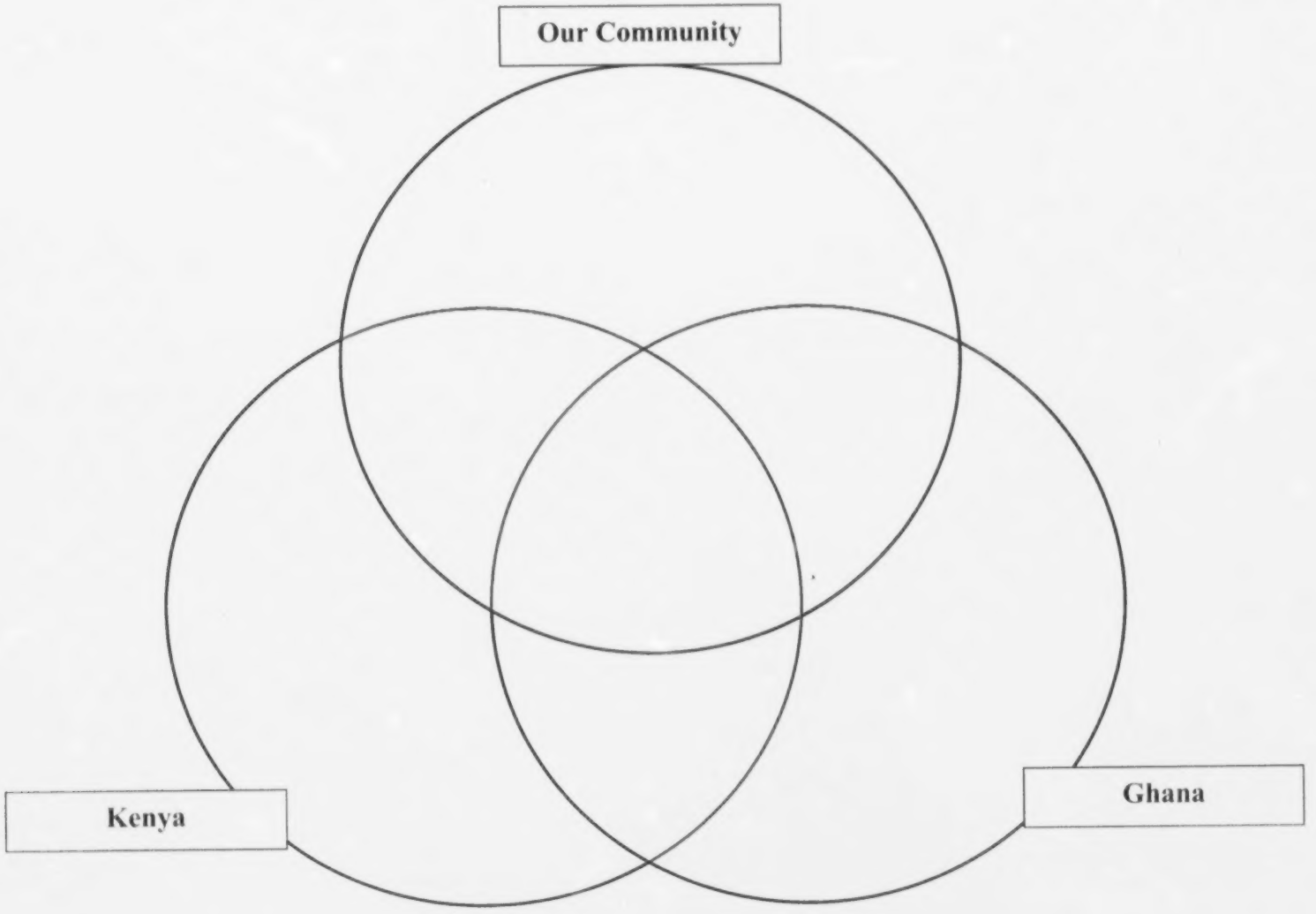
Venn Diagram to Compare Kenya, Ghana, and Our Community



Writing Evaluation for Splish-Splash: Daily Use of Water

Student Name_____

Date _____

3 = With No Assistance **2 = With Some Assistance** **1 = Unable to Articulate**

Area	Points	Descriptors
Content Accuracy	_____ _____	The student: • Wrote or dictated with a logical sequence of events • Used frequently used words to convey basic ideas
Content Depth	_____ _____	The student: • Included detailed descriptions of persons, places, objects, or experiences • Used information from pictures, stories, charts, maps, and personal experience
Process	_____ _____ _____	The student: • Used complete sentences • Used nouns, verbs, adjectives, and adverbs • Used prewriting, drafting, revising, editing, and publishing strategies
Presentation and Neatness	_____ _____	The student: • Formed letters in print and spaced words and sentences • Used conventions of spelling, capitalization, and punctuation
Creativity	_____ _____	The student: • Created an original book cover • Included pictures to illustrate the stories
Total		

Comments:

Reading Evaluation for Splish-Splash: Daily Use of Water

Student Name_____

Date _____

3 = With No Assistance **2 = With Some Assistance** **1 = Unable to Articulate**

Area	Points	Descriptors
Content Accuracy	_____ _____ _____	The student: • Used self-correction strategies • Summarized information from a variety of materials • Asks and responds to questions about the texts
Content Depth	_____ _____ _____	The student: • Related new information to prior knowledge • Used picture clues and captions to aid comprehension and make predictions • Generates questions about topics of personal interest
Process	_____ _____ _____	The student: • Decodes unknown words using basic elements of phonetic analysis • Applies reading skills and strategies to a variety of informational materials • Gathers information through the reading process
Presentation and Neatness	_____	The student: • Reads aloud familiar stories and passages with attention to rhythm, flow and meter, prose and difficulty of the material
Creativity	_____	The student: • Makes insightful or creative contributions to group discussions about what has been read
Total		

Comments: